

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number EDUCATION 98TA
 Course Title Education for Social Justice: Students, Communities, and Teachers Challenging Inequity in U.S. K-12 Schools
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroup(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- **Social Analysis** x

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The topic of societal concern addressed will be educational inequality, and students will have the opportunity to understand how educational research is conducted on efforts to challenge that inequality and how students, communities, and teachers struggle for social justice in U.S. K-12 schools so that, as the requirement for Society and Culture courses states, “new understandings of social phenomena are achieved and evaluated.”

3. List faculty member(s) who will serve as instructor (give academic rank):

Mary Candace Raygoza, Teaching Fellow; Professor Megan Franke, Faculty Advisor

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No x

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course:

2016-2017	Fall	Winter	Spring
Enrollment _____	Enrollment _____	Enrollment <u> x </u>	Enrollment _____

5. GE Course Units

Is this an existing course that has been modified for inclusion in the new GE? Yes _____ No x

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

- ❑ General Knowledge

This seminar will call on students to explore what it means to draw on knowledge to improve society for greater social justice: the translation of theory to practice. Students will learn various methodological approaches to research on education justice issues and conduct their own small-scale ethnographic research investigation. They will learn from youth, community members, and teachers in the field of education.
- ❑ Integrative Learning

We will explore a range of theoretical, pedagogical, and grassroots organizing perspectives on education for social justice
- ❑ Ethical Implications

Students will develop their own theory of change, informed by educational research and struggle for educational justice; they will be called on to examine ethical dimensions of educational research on justice issues
- ❑ Cultural Diversity

This seminar will explicitly address racism, classism, sexism, and other forms of systemic discrimination exacerbated in schools and how youth, community members, and teachers resist educational inequity
- ❑ Critical Thinking

Students will read, synthesize, engage in dialogue on, and critique theoretical and empirical scholarship on social justice education
- ❑ Rhetorical Effectiveness

Students will write weekly reading responses and a final paper calling on them to make arguments about literature and practice of social justice education
- ❑ Problem-solving

Students will examine how youth, community members, and teacher strive to solve the problem of educational inequity and examine how they themselves may already be or can challenge educational inequity
- ❑ Library & Information Literacy

Students will need to select pertinent sources and draw on them to write a final paper on an educational justice issue they are passionate about

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>N/A</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>Once during quarter</u>	(hours)
5. Field Trips:	<u>Once during quarter</u>	(hours)
(A) TOTAL Student Contact Per Week	3	(HOURS)

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>1</u>	(hours)
2. Reading	<u>4</u>	(hours)
3. Group Projects:	<u>2</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>N/A</u>	(hours)
5. Information Literacy Exercises:	<u>1</u>	(hours)
6. Written Assignments:	<u>2</u>	(hours)
7. Research Activity:	<u>2</u>	(hours)

(B) TOTAL Out-of-class time per week

12	(HOURS)
15	(HOURS)

GRAND TOTAL (A) + (B) must equal at least 15 hours/week

Students, Communities, and Teachers and the Struggle for Social Justice in U.S. K-12 Schools

Seminar Syllabus

Graduate Student Instructor: Mary Candace Raygoza, M.Ed.

Email: mary.candace.raygoza@ucla.edu

Twitter: @Math4SocJustice

Winter 2017

Class Time: _____

Location: _____



Seminar Description

Educational inequality in United States K-12 schools is profound, as opportunity and achievement gaps by race, class, and gender persist. While it is important to understand the extent of educational inequality and its causes and consequences, it is also essential to investigate the ways in which we can envision a more socially just education system. The central theme of this seminar is the struggle for social justice in United States K-12 schools. Specifically, this seminar will examine the various ways students, community members, and teachers across the country strive to challenge educational inequality. We will collectively explore multiple theoretical and pedagogical perspectives on social justice education. The first third of the course will explore the meaning of social justice education. The second third will explore different perspectives on how teachers and students can work towards social justice (within the classroom). The final third will explore how youth, communities, and educators engage in grassroots organizing for social justice (outside the classroom). Throughout the course, you will be asked to analyze current efforts for social justice education, both in Los Angeles and across the United States. You will also be asked to examine your own experiences in K-12 education in relation to scholarship. In addition to engaging deeply with the course readings, I encourage you to bring in your own knowledge and lived experiences, articles, video clips, and more as we co-create this learning community. We will learn from youth, community members, and teachers working towards social justice education and from academic scholarship that centers the voices of those “on the ground” in schools seeking to advance social justice.

Learning will be demonstrated by students through: active participation in class dialogue, group facilitation of an engaging activity of your design (not simply a presentation of the readings), film reviews, weekly reading responses, a midterm paper based on an interview with a social justice educational advocate and ethnographic observation of their learning/work place, and a final research paper on a social justice education issue you are passionate about.

As your instructor, I am here first and foremost for you. I welcome and encourage you to contact me regarding academic questions and areas of interests I can support you with. I will respect you as a student and human being, and I expect that you will do the same for me and the other students of our class. We will strive to develop a “beloved community,” as Martin Luther King Jr. spoke of, so that we may collectively interrogate issues of social justice.

Seminar Objectives

1. To read, synthesize, engage in dialogue on, and critique theoretical and empirical scholarship on social justice education
2. To connect scholarship to present movements for social justice in schools, within Los Angeles and across the United States
3. To ask *critical* questions related to the status quo of United States K-12 schools and reflect critically on your own educational experiences
4. To develop your academic writing skills, especially in relation to synthesizing literature, defining a problem, and formulating arguments with clarity, as you write assignments and papers of various kinds related to social justice education
5. To build a “beloved community” in seminar, learning from and building on each others’ ideas
6. To develop your own theory of change for how our schools may be more socially just, informed by educational research

Community Guidelines: Building a Beloved Community

"Dr. King's *Beloved Community* is a global vision, in which all people can share in the wealth of the earth. Racism and all forms of discrimination, bigotry and prejudice will be replaced by an all-inclusive spirit of sisterhood and brotherhood."¹ In "Letter From Birmingham Jail," Dr. Martin Luther King Jr. wrote, "Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly." In this seminar in which will discuss sensitive and sometimes controversial topics, we will strive to build our own "beloved community," respecting ourselves and everyone around us in speech and action (based on race, ethnicity, culture, class, gender, sexual orientation, language, religion, age, ability, legal status, etc). We will:

- Step up, Step back. Participate. Actively listen when other students share. Recognize and expand on contributions.
- Remember there is "one mic"/"one diva." Try not to interrupt.
- Assume good intentions.
- Speak to the readings and your experiences - personal/familial/educational/ community. Don't assume universal narratives or experiences or speak for someone else.
- Use gender-neutral language; ask classmates' preferred gender pronouns.
- Be accepting and receptive of someone challenging your ideas. "Calling-in" is welcome.
- Demand of yourself openness of mind and heart. Be open to learn.
- Resist. Think critically – question the way things are!
- Be responsible – to you, your community, your world.

We will discuss these guidelines during the first seminar and discuss collectively what we need to modify or add.

Be present in class!

To learn and to build the "beloved community" in our seminar, we need you to be on time and participate. Being *present* in class goes beyond showing up - it means respecting the knowledge we build together and everyone's contributions. I have very high expectations for all of you. The best way to succeed in this class is to: be present, read, ask questions, and be on top of your writing assignments – start them *early*. In general, late work is not accepted.

Required Texts

Three books are required for the course. The remainder of the required readings are academic journal articles and other accessible online sources.

- 1) Oakes, J., & Rogers, J. (2006). *Learning power: Organizing for education and justice*. Teachers College Press.
- 2) Picower, B. (2012). *Practice what you teach: Social justice education in the classroom and the streets*. Routledge.
- 3) Duncan-Andrade, J., & Morrell, E. (2008). *The art of critical pedagogy*. New York, NY: Peter Lang Publishing.

Weekly Themes and Required Reading

Read the required reading under each week *prior* to the class meeting.

Theme/Essential Question	Readings	Sample Seminar Activities
Part 1: Theorizing Social Justice Education		
Week 1 - Theme: Introduction to (in)equality and social justice in U.S. schools <i>Essential Question: How have race, class, and gender achievement disparities in U.S. schools given rise to calls for social justice education?</i>	Darling-Hammond, L. (2010). The flat world and education: America's commitment to equity will determine our future. <i>Phi Delta Kappan</i> , 91(4), 8-14. Ladson-Billings, G. (2006). "From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools." <i>Educational Researcher</i> , 35(7), 3-12. Milner, H. R. (2015). <i>Rac(e)ing to class: Confronting poverty and race in schools and classrooms</i> . Chapter 1. Harvard Education Press.	-Begin with silent "word wall" where every student writes a social justice issue in education they care about on the board. We discuss students' interests and their backgrounds that inform their interests. -View and discuss in Socratic seminar format the Educational Opportunity Race video by Kimberle Crenshaw and Erica Pinto (https://vimeo.com/99154331)
Week 2 - Theme: Defining and conceptualizing social justice education <i>Essential Question: How is social justice education theorized in scholarship?</i>	Apple, M. W. (2013). Can education change society? Du Bois, Woodson and the politics of social transformation. <i>Review of Education</i> , 1(1), 32 – 56. DOI: 10.1002/rev3.3000 Grant, C. A. & Gibson, M. L. (2013). "The path of social justice": A human rights history of social justice education. <i>Equity & Excellence in Education</i> , 46(1), 81 – 99.	-With a partner, students create and discuss concept maps of what different scholars argue are the components of social justice education. We have a whole group dialogue on Apple's (2013) question: Can education change society?

¹ <http://www.thekingcenter.org/king-philosophy>

	<p>Ladson-Billings, G., & Tate, W. F. (Eds.). (2006). <i>Education research in the public interest: Social justice, action, and policy</i>. Teachers College Press.</p> <p>Sleeter, C. E. (2015, February). Deepening social justice teaching. <i>Journal of Language and Literacy Education</i>. Retrieved from http://jolle.coe.uga.edu/</p> <p>Westheimer, J., & Kahne, J. (2004) What kind of citizen?: the politics of educating for democracy. <i>American Educational Research Journal</i>. 41(2), 237-269.</p>	
<p>Week 3 - Theme: Urban education and social justice</p> <p><i>Essential Question: Why is there a focus on "urban" schools in social justice education scholarship?</i></p>	<p>Katsarou, E., Picower, B., & Stovall, D. (2010). Acts of solidarity: Developing urban social justice educators in the struggle for quality public education. <i>Teacher Education Quarterly</i>, 137-153.</p> <p>Michie, G. (2005). <i>See you when we get there: Teaching for change in urban schools</i> (Vol. 14). Chapters 1-2. Teachers College Press.</p> <p>Noguera, P. A. (2011). A Broader and Bolder Approach to Education. <i>Phi Delta Kappan</i>, 93(3), 8.</p>	<p>-Students break into small groups to discuss different current events related to urban schools and social justice (i.e. NYC students challenging school discipline policies that disproportionately impact Students of Color), and then teach the rest of the seminar about the event</p>
Part 2: Advancing Social Justice Within Classrooms		
<p>Week 4 - Theme: Critical pedagogy</p> <p><i>Essential Question: What is critical pedagogy, and how does it relate to social justice education?</i></p>	<p>Camangian, P. R. (2013). Teach Like Lives Depend on It: Agitate, Arouse, and Inspire. <i>Urban Education</i>.</p> <p>Duncan-Andrade, J., & Morrell, E. (2008). <i>The art of critical pedagogy</i>. Chapters 1-2. New York, NY: Peter Lang Publishing.</p> <p>Freire, P. (1970). <i>Pedagogy of the oppressed</i>. Chapter 1. New York, NY: Continuum International Publishing Group.</p> <p>Giroux, H. A. (1988). <i>Teachers as intellectuals: Toward a critical pedagogy of learning</i>. Westport, CT: Bergin.</p>	<p>-Teachers who strive to teach with a critical pedagogy who are members of The People's Education Movement in Los Angeles serve as a guest panel. Students develop a set of questions to pose to them and reflect collectively following the panel on the affordances and challenges of critical pedagogy.</p>
<p>Week 5 - Theme: Culturally relevant pedagogy</p> <p><i>Essential Question: What is the relationship between culture and social justice education?</i></p>	<p>Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. <i>American educational research journal</i>, 32(3), 465-491.</p> <p>Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. <i>Harvard Educational Review</i>, 84(1), 85-100.</p> <p>Tate, W. F. (1995). Returning to the Root: A Culturally Relevant Approach to Mathematics Pedagogy. <i>Theory into Practice</i>, 34(3), 166-173.</p> <p>Yosso, T. (2005). "Whose Culture has Capital? A Critical Race Theory Discussion of Community Cultural Wealth." <i>Race, Ethnicity and Education</i>, 8, 69-91.</p>	<p>-Film analysis in seminar: <i>Precious Knowledge</i>, on the struggle for ethnic studies in high schools in Tuscon, Arizona. Students discuss how the youth in the film engage in a culturally relevant classroom to develop <i>transformative resistance</i>.</p>
<p>Week 6 - Theme: Social justice teaching across grade levels and subject areas</p> <p><i>Essential Question: What do elementary education and subjects like mathematics and science have to do with social justice education?</i></p>	<p>Kumashiro, K. K. (2001). "Perspectives on Anti-Oppressive Education in Social Studies, English, Mathematics, and Science Classrooms." <i>Educational Researcher</i> 30(3): 3-12.</p> <p>Gutstein, E. (2003). Teaching and learning mathematics for social justice in an urban Latino school. <i>Journal for Research in Mathematics Education</i>, 34(1).</p> <p>Tan, L. (2009). The 5 E's of emancipatory pedagogy: The rehumanizing approach to teaching and learning with inner-city youth. <i>Handbook of social justice in education</i>, 485-496.</p>	<p>-Students review different lesson plans and short articles from <i>Rethinking Schools</i> (a non-profit publishing company specifically dedicated to social justice education) about different subjects areas and grade levels. They make posters in small groups and have a "gallery walk" learning from each others' posters.</p>
Part 3: Youth, Communities, and Educators and Grassroots Organizing for Social Justice		
<p>Week 7 - Theme: Youth Participatory Action Research and social justice</p> <p><i>Essential Question: How can the most marginalized young people in U.S. schools study and challenge inequality?</i></p>	<p>Bautista, M., Bertrand, M., Morrell, E., Scorza, D., & Matthews, C. (2013). Participatory action research and city youth: Methodological insights from the Council of Youth Research. <i>Teachers College Record</i>, 115(10), 1-23.</p> <p>Cammarota, J., & Fine, M. (2008). Youth participatory action research: A pedagogy for transformational resistance. In J. Cammarota & M. Fine (Eds.), <i>Revolutionizing education: Youth participatory action research in motion</i> (pp. 1-12). New York: Routledge.</p>	<p>-My former high school students from East Los Angeles give a short presentation on their own Youth Participatory Action Research (YPAR) project. Seminar students identify affordances and challenges of YPAR and what it would take to have YPAR more common in schools.</p>

	Torre, M., & Fine, M. (2006). Researching and resisting: Democratic policy research by and for youth. In S. A. Ginwright, P. Noguera & J. Cammarota (Eds.), <i>Beyond Resistance!: Youth activism and community change: New democratic possibilities for practice and policy for America's youth</i> . New York: Routledge.	
Week 8 - Theme: Grassroots organizing for social justice in education across the U.S. <i>Essential Question: What organizations around the country are fighting for social justice in and beyond education, what issues and strategies do they employ, and what resistance do they face?</i>	Anyon, J. (2005). <i>Radical Possibilities: public policy, urban education, and a new social movement</i> . Chapters 1-3. New York and London: Routledge. Picower, B. (2012). Teacher activism: Enacting a vision for social justice. <i>Equity & Excellence in Education</i> , 45(4), 561-574. Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. <i>Educational Administration Quarterly</i> , 43(2), 221-258.	-Students come to class with a newspaper article or website containing information about educational justice organizing in a U.S. city other than Los Angeles. We compare and contrast them (<i>who</i> is organizing, <i>what</i> are they organizing for / <i>what</i> educational inequality is being challenged, <i>what strategies</i> are they using, <i>what assumptions</i> are organizers making, <i>what beliefs</i> do organizers hold about social justice education).
Week 9 - Theme: Grassroots organizing for social justice in education in Los Angeles <i>Essential Question: What organizations in Los Angeles are fighting for social justice in and beyond education, what issues and strategies do they employ, and what resistance do they face?</i>	Oakes, J., & Rogers, J. (2006). <i>Learning power: Organizing for education and justice</i> . Teachers College Press. Schools L.A. Students Deserve. (2014). Vision for the Schools L.A. Students Deserve. Retrieved from: http://www.schoolslastudentsdeserve.com/uploads/1/1/1/1/11113801/slasd_vision_long_version_9.2013.pdf	-Film analysis in seminar: <i>Crenshaw</i> , a film documenting the student, community, and teacher resistance to the reconstitution (district take over) of Crenshaw High School. How are organizers framing central tenets of social justice education? -Conclude with activity in which students represent and share their own theory of change for greater social justice in K-12 U.S. Schools

Assignments

- **Guided Question Responses (10%).** Students will write a weekly response to a prompt/question related to the readings. The purpose of these responses is to gauge the manner in which students are processing course content, agreeing, or disagreeing with content, and making meaning of topics in the course. The QQRs should **not** be mere summaries of course readings, but an analysis, critique, and engagement with course readings. The QQRs will serve as direct preparation for students to come ready to dialogue in seminar. 2 pages double-spaced.
- **Film Reviews (10%).** We will watch two short films during the seminar: *Precious Knowledge*, a film on the struggle for ethnic studies in high schools in Arizona, and *Crenshaw*, a film documenting the student, community, and teacher resistance to the reconstitution (district take over) of Crenshaw High School. Following each film, you will write a 2 page double-spaced film review, relating the films to the educational scholarship we will read.
- **Seminar Facilitation (15%).** Once during the seminar, you will facilitate a 30-minute activity with one other student in the class. Facilitation will **not** be a mere presentation of or lecture on the readings, but leading an engaging activity connecting the week's theme and readings with current events and fostering dialogue amongst seminar participants. I will assist each pair in the planning process, and your pair needs to email me your plan three days before the seminar you facilitate in so that I may provide feedback. Students will sign up for a facilitation date at the first seminar.
- **Seminar Participation (15%).** Students should contribute to whole-class and small-group discussions by posing questions, referencing the readings, sharing and reflecting on your personal/familial/educational/community experiences, and recognizing and expanding on others' contributions. Additionally, it is important that you evaluate yourself to reflect on how you are learning and growing and how you can challenge yourself more. Twice during the seminar you will be asked to write a short in-seminar self-reflection on your progress. What I value most in this seminar is that you feel you are growing as an individual, as we collectively think critically and learn from one another. Finally, you must attend office hours at least twice during the quarter.
- **Midterm Interview/Ethnography Paper (20%).** Interview a young person, community member, or teacher who is working towards social justice in education and observe them in their learning or work place. I will provide guidance on developing interview protocols and conducting interviews, as well as approaches to taking ethnographic field notes. Write a 5 page double-spaced paper, excluding bibliography, on 1) how the person you learned from defines social justice education and how their ideas relate to the literature we have read and 2) specific examples your interviewee shared of the affordances and challenges of working towards social justice in schools. Reference a minimum of five course readings and two out-of-course readings. The paper should conclude with three of your main

takeaways about social justice education and at least one *critical* question you have moving forward. A draft is due in seminar two weeks before the deadline; we will have a peer writers workshop. Due date: _____

- **Final Research Paper (30%).** Select a topic that you are passionate about related to social justice education (i.e. disrupting the school-to-prison pipeline with *restorative justice*, a novel approach to school discipline). We will brainstorm topics, develop research questions, and develop research paper “blue prints” together beginning in the middle of the quarter. We will discuss in-depth the multiple qualities of a strong research paper. Write a 12-15 page double-spaced research paper, excluding bibliography. Reference a minimum of six course readings and six out-of-course readings. You will be provided guidance on finding resources using the UCLA library database. A draft is due in seminar two weeks before the final deadline; we will have a peer writers workshop. Due date: _____

This seminar has a focus on your development as a **writer**. All students will receive feedback on your strengths as well as areas for improvement, and we will discuss powerful writing as a seminar. In addition to seeking my feedback, students are encouraged to seek feedback from the UCLA Undergraduate Writing Center.

Accessibility

Students needing an academic accommodation based on a disability should contact the Office for Students with Disabilities at (310) 825-1501 or in A255 Murphy Hall. I will make all necessary accommodations and modifications for students’ equitable access to and participation in the seminar. For more information, visit www.osd.ucla.edu.

Academic Integrity

I assume that all students are honest and that all course work and examinations represent each student’s own work. Violations of the academic integrity policy such as cheating or plagiarism are grounds for academic action and/or disciplinary sanction as described in the university’s student conduct code. Students are warned not to use any text verbatim on any class assignments without quotation marks and source citations. We will prepare thoroughly for all writing assignments, as my goal is for all students to feel confident in their original work. If an assignment is particularly challenging, I encourage you to seek my guidance in office hours and ask questions during seminar.

Office Hours

Time: _____, or by appointment **Office location:** Math Science Building 8150 (8th floor)
In office hours, we can discuss K-12 teaching, graduate school, or other career trajectories; current issues in education; course readings; and of course the class assignments. You may come on your own or with classmates. Attending office hours is required at least twice during the quarter. I recommend attending before the mid-term *and* before the final. Additionally, I am happy to take questions or provide feedback over email and will promise to respond within 48 hours.



New Course Proposal

Education 98TA Education for Social Justice: Students, Communities, and Teachers Challenging Inequity in U.S. K-12 Schools

Course Number	Education 98TA	
Title	Education for Social Justice: Students, Communities, and Teachers Challenging Inequity in U.S. K-12 Schools	
Short Title	EDUC FOR SOCL JUSTC	
Units	Fixed: 5	
Grading Basis	Letter grade only	
Instructional Format	Seminar - 3 hours per week	
TIE Code	SEMT - Seminar (Topical) [T]	
GE Requirement	Yes	
Major or Minor Requirement	No	
Requisites	Enforced: Satisfaction of entry-level Writing requirement. Freshman and sophomores preferred.	
Course Description	Explore theoretical, pedagogical, and grassroots organizing perspectives on education for social justice. Learn from youth, community members, and teachers about working towards justice within and outside the classroom. Students co-create class community, gain writing and research skills, and explore scholar-activism.	
Justification	Part of the series of seminars offered through the Collegium of University Teaching Fellows	
Syllabus	File EDUC 98TB Syllabus.pdf was previously uploaded. You may view the file by clicking on the file name.	
Supplemental Information	Professor Megan Franke is the faculty mentor for this course.	
Grading Structure	Guided Question Responses - 10% Film Reviews - 10% Seminar Facilitation - 15% Seminar Participation - 15% Midterm Interview/Paper - 20% Final Research Paper - 30%	
Effective Date	Winter 2017	
Discontinue Date	Summer 1 2017	
Instructor	Name Mary Candace Raygoza	Title Teaching Fellow
Quarters Taught	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer	
Department	Education	
Contact	Name MICHELLE CHEN	E-mail mchen@oid.ucla.edu
Routing Help		

ROUTING STATUS

Role: Registrar's Publications Office

Status: Pending Action

Role:	Registrar's Scheduling Office - Lin, Jessica (JLIN@REGISTRAR.UCLA.EDU) - 58253
Status:	Added to SRS on 9/12/2016 4:58:21 PM
Changes:	Course Number, Short Title
Comments:	dept/college needs to input Franke UID on OASIS

Role:	FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040
Status:	Approved on 8/11/2016 3:45:02 PM
Changes:	No Changes Made
Comments:	Routing to Doug Thomson in the Registrar's Office.

Role:	FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173
Status:	Approved on 7/28/2016 9:02:37 AM
Changes:	No Changes Made
Comments:	No Comments

Role:	FEC Chair or Designee - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 7/27/2016 4:04:06 PM
Changes:	No Changes Made
Comments:	Routing to Joe Bristow for FEC approval.

Role:	CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042
Status:	Approved on 7/13/2016 4:02:33 PM
Changes:	No Changes Made
Comments:	on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee

Role:	Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042
Status:	Submitted on 7/13/2016 3:48:08 PM
Comments:	Initiated a New Course Proposal

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Comments or questions? Contact the Registrar's Office at cims@registrar.ucla.edu or (310) 206-7045